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ABSTRACT

The nature and extent of conditions or barriers that inhibit women administrators in their professional responsibilities and careers were studied. A questionnaire mailed to 241 women was completed by 168 women with executive, administrative, and managerial responsibilities in nine universities of the State University System of Florida. The respondents primarily had middle- and lower-level administrative positions. The questionnaire covered 23 possible barriers and their effects on professional development needs, administrative styles, and future aspirations; respondent's background was also noted. Predictors of experiencing barriers were also considered, along with the impact of barriers on women administrators. Of the 23 barriers, 19 were experienced by 50% or more of the respondents. Specific findings include: 87% of the female respondents believed that informal networks excluded them; 87% indicated that they worked twice as hard as their male colleagues; 79% believed they were less influential on superiors' decisions; and 74% felt it was difficult to receive recognition for their accomplishments. Barriers were also found to: create or distort a woman's need for certain professional skills; prompt women to alter and experiment with their administrative style; and influence career changes and aspirations. The questionnaire is appended. (SW)

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ORGANIZATIONAL BARRIERS AND THEIR IMPACT ON WOMEN IN HIGHER EDUCATION

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M. Jean Stokes

RESEARCH REPORT

National Association for Women Deans, Administrators and Counselors

ABOUT THE AUTHOR. . .

As an educator, researcher, and consultant, M. Jean Stokes has contributed extensively to the personal and professional development of female professionals and students. She has particularly been concerned with unique interests of women in the areas of work climate, leadership skills, and career planning. She served several years with the successful Returning Woman Seminar at Florida State University and has initiated several innovative seminars for women such as Enhancing Leadership Vitality for executives in Florida. Several state and national groups have sponsored presentations regarding her research and its implications for professional women.

Dr. Stokes has held several positions in continuing education and student affairs administration at Florida State University, the University of North Dakota, and Missouri Valley College. For three years she served the State of Florida, Bureau of Training as coordinator of training services and coordinator of the Certified Public Management program.

Currently Dr. Stokes is with the College of Urban Affairs and Public Policy of the University of Delaware where she directs internship programs of the College and teaches graduate courses in public personnel administration, organizational change and development, career planning, and business writing.

ABOUT THE ASSOCIATION. . .

Founded in 1916, the National Association for Women Deans, Administrators and Counselors is committed to strengthening opportunities for women and girls in education...in the public and private sector... from elementary through continuing education. Among the programs of the association is a monograph series for and about women in education. The Association has published an award winning Journal continuously since 1937. In recent years the association has emphasized programs which train, advance and inform women about careers in education administration.

ORGANIZATIONAL BARRIERS AND THEIR IMPACT ON WOMEN ADMINISTRATORS IN HIGHER EDUCATION

M. JEAN STOKES

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FOREWORD

There is an old story about a woman who was searching for a coin on the ground around a lamppost. A friend came to help her find what she was looking for in the light of the lamp, but neither could locate the lost coin. So the second woman said, "Are you sure you dropped the coin in here?" "No, no," said the first, "I dropped it out there in the darkness." "Why then are you looking for it around the lamppost?" "Well," responded the first, "it's much lighter in here."

This story well illustrates why women professionals are often unable either to make sense of some our experiences or to understand the problems we encounter in organizations. We diligently examine the literature in an attempt to enhance our knowledge; but by doing so, we emulate the approach of the two women searching for the coin in the existing light. We seek an understanding of our own experience, but we look for it in the light which research has shed on the responses, actions and experience of male subjects. As a result, we gain a great deal of knowledge regarding male patterns but very little information about our own. As a further disadvantage, the accumulation of information and theory implicitly leads us to believe (indeed, socializes us to believe) that anyone who wishes to advance must emulate those desired male behaviors. Though reluctant to admit it, I too have participated in the perpetuation of this socialization process. Just a few years ago I was assigning an article entitled, "Why Can't A Woman Be More Like A Man?" for students in an introductory educational administration course. As suggested by the title, the article urged women aspiring to become administrators to adopt male behavior patterns. Recently, however, I changed my approach when I replaced that article with one by Carol Gilligan entitled, "Why Should A Woman Be More Like A Man?"

It has only been in recent years that people have come to believe that women can succeed while exhibiting characteristics which are different from those of men. Some people have also suggested that female attributes will be beneficial to organizations and that organizations will change and even grow if women foster rather than hide these special qualities. The research and literature focusing on male values and male subjects have yielded a vast body of knowledge about and many insights into the workings of organizations. We can expect that comparable studies of women in the workplace will produce knowledge of equal volume and value. Such research efforts have only just begun, but the results of each new

study serves to legitimate the female experience in organizations. By becoming cognizant of the turmoil, frustrations, successes and rewards experienced by other women, we are in a better position to understand, explain, and enhance our own opportunities to succeed without sacrificing that which is uniquely female.

I would like to believe that the results of this research will be heralded as an advance, as a stride forward in the theory and practice of administration and as a contribution to the greater understanding of the capacities and skills of all human beings. Unfortunately, this is not an ideal world, and I am somewhat skeptical about how this research on women in organizations will be received. When I think about the possible response, I am reminded of the time when the Columbia Space Shuttle landed in White Sands, New Mexico. It seemed as if half the population of the United States watched the landing and looked on this event as an opportunity to praise the achievements of "mankind". The words of an unknown poet capture this image:

Fueled
by a million
man-made
wings of fire . . .
The rocket tore
through the sky . . .
and everybody cheered.

Columbia's re-entry and landing coincided with a second major Southwestern event. In this vast arid region, where rain is so infrequent that it often seems as if nothing grows and nothing ever will, tiny wildflowers were beginning to poke through the hard dry earth after a spring shower; and their small emerging buds filled the desert with glorious color. To return to the verse:

Fueled
only by a thought from God.
The seedling
urged its way
through the thickness of black . . .
And as it pierced
the heavy ceiling of the soil . . .
and launched itself
up into outer space . . .
No one
even clapped.

While thousands cheered at White Sands, few, if any, applauded this second, equal or greater, marvel.

Unfortunately, many quietly emerging events do go unnoticed because we look in the wrong places or are socialized to find them unimportant. With the Ruth Strang Research Award, the National Association for Women Deans, Administrators and Counselors seeks to recognize research efforts relevant to professional women. The 1982 Award manuscript, Organizational Barriers and Their Impact on Women Administrators in Higher Education, focuses on the experiences of women in higher education administration. It is part of an emerging body of literature on women as organizational members. Like the emergence of the wild flowers in the arid regions of the Southwest, the development of this field of study about women in their work environments is worthy of note. But let us not merely take notice; let us applaud now and ensure the continuance of such research efforts in the future.

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ORGANIZATIONAL BARRIERS
AND THEIR IMPACT ON
WOMEN ADMINISTRATORS IN HIGHER EDUCATION

Many women administrators in higher education have quietly and usually very privately acknowledged the existence of subtle, confusing, and demoralizing organizational barriers. Only rarely have they recognized that their perceptions, though vaguely understood and only occasionally discussed, are shared by most of their female colleagues.

In this study of barriers which might exist for professional women, 87% of the women who were surveyed believe informal networks exclude them; 87% indicate they work twice as hard as their male colleagues; 79% believe they are less influential on superiors' decisions; and 74% say it is difficult to receive recognition for their accomplishments. Of the 23 barriers examined in this study, 19 are experienced by 50% or more of the surveyed group.

Unfortunately, the subtle and complex nature of these barriers eludes easy recognition and understanding. And their existence often leads to misguided assumptions about women administrators. For example, barriers create conditions and behaviors which suggest that women administrators are deficient in skill, achievement, and personality characteristics which are needed in administration.

However, the impact goes beyond erroneous assumptions. Links between the pervasive experience of barriers and other factors were examined in this study. Barriers 1) create or distort a woman's need for certain professional skills, 2) prompt women to alter and experiment with their administrative style, and 3) influence career changes and aspirations.

This research on barriers and obstacles is particularly important because it quantitatively establishes as pervasive an experience which was previously thought to occur only in isolated situations. Because this experience was unquantified, and unacknowledged, many women thought these conditions were a reflection of their own personalities or competence as administrators. Confusion, frustration, and lowered aspirations often resulted. So research such as this study can provide a valued measure of "reality" and support for many women administrators. And it provides a focus for institutional change.

RELATED RESEARCH

No other research has quantified the wide-ranging social barriers which women administrators experience. And no research has studied the source and impact of these barriers for women in higher education (Moore, 1979). However, other research has explored certain dimensions of organizational climate and behavior relevant to this study: some research has examined experiences of female faculty members and industrial managers, and experimental research in behavioral science provides empirical evidence that barriers do exist.

Female Faculty

In a study of work climate among 321 female and male community college faculty members (Hollon & Gemmill, 1976), the women reported that they felt less able to participate in decision-making, less meaningfully involved in their work, and less satisfied and more pressured in their jobs than their male counterparts. This group perceived themselves to have significantly less influence than their male counterparts over their job situation and over their superiors' decisions. They further reported that they were less frequently consulted by their superiors and that they encountered greater difficulty in getting their ideas across to their superiors than their male counterparts.

From his research on differences between female and male faculty members, Baldridge (1978) described "radically different types of activity, career patterns, institutional involvement, and morale levels" (p. 175). He concluded that women are basically powerless, evidenced by their lesser involvement in institutional governance. They serve on fewer committees and report their committee work to be "trivial."

Baldridge observed that women have lower morale and trust levels. Female faculty were more unhappy with working conditions but were less likely to want to move out of their current situation.

Women Managers Outside Higher Education

In their study of women managers in industry, Henning and Jardim (1976) noted that it

was more difficult for a woman to establish working relationships than for a man. Moreover, these women managers expressed the need to exert extraordinary energy to excel at their jobs. Women in this study said that, because of the extra effort necessary to establish working relations and credibility, they were reluctant to move to other organizations once they had established themselves. They reported that the men they encountered on the job generally viewed women as sexual objects.

Kanter (1977) also extensively examined the organizational environment in industry, identifying four stereotypical roles imposed on professional women in male-dominated groups: "mother," "seductress," "pet," and "iron maiden," the latter being a role into which strong women are placed. She noted that a lone woman is likely to be isolated or treated as trivial. She observed that men adopt the role of protector toward women and that they react to good performance as though it were highly unusual.

From her research in various industrial settings, Kanter concluded that organizational environments which render a person (or group) powerless and which provide limited career opportunity also produce certain personality and behavioral responses. She found that powerless people usually become controlling, rules-minded, and petty in those limited areas they do influence. Since women are usually in powerless positions, the erroneous implication is that women as a group have inherent personality traits of being too controlling, rules-minded, and petty. Kanter further concludes that those who are different from others in a work organization have difficulty being included in information and support networks, and typically experience greater scrutiny because of their differentness.

A comprehensive study by Harlan and Weiss (Note 1) identified barriers which block women's advancement in management. The underlying premise of that study is that an integrative model which considers the interaction of the individual and the organization is necessary to understand fully the barriers to advancement, and to institute appropriate change. Thus Harlan and Weiss looked at various psychological variables as well as organizational policies, procedures, and climate as they studied men and women in two retail companies.

They discovered that both men and women managers felt that women were under undue pressure to perform well. They also reported a variety of other biases, such as limited

opportunity, stereotyped attitudes, and different supervision. Harlan and Weiss were surprised by the "degree of similarity between men and women managers holding similar positions, both in terms of individual characteristics and organizational experiences.". And "many of the dilemmas thought to be responsible for limiting women's mobility in management are experienced by men as well" (p. 98).

Adams (1975) studied outstanding successful women, so defined by their inclusion in Who's Who Among American Women. These women described their organizational experiences, citing "not being taken seriously by men" and "chauvinism" as the most serious human relations battle of women at the top. Another often-mentioned response was the jealousy or awe shown them by other women. Adams concluded from these responses that "in achieving success, the executive woman could expect that people with whom she worked, both men and women, would resent her drive, her ambition, and her desire to achieve on the basis of merit" (p. 99).

Behavioral Science Research

Various dimensions of sex bias have been studied through simulated work activity. A common experiment evaluates productions such as literary pieces and artwork. Invariably, the same product, if attributed to a woman, is scored less highly than when it is attributed to a man (Goldberg, 1968; Pheterson, Kiesler, & Goldberg, 1971). Porter and Geis (1981) discovered that bias occurred in the attribution of authority when men seated at the head of a conference table were seen as leaders but women were not.

Other research indicates that work performed by women is, in general, supported less by superiors than that done by men. Requests for promotion and professional development were denied more often for women than for men with identical credentials (Rosen & Jerdee, 1973, 1974). In a review of eight Ph.D.'s (half women and half men), department chairpersons ranked credentials identified as those of a woman at Assistant Professor level on average; the same vita labeled with a male identity was ranked at Associate Professor level (Fidell, 1975). Examining sex bias in group communication, Zimmerman and West (1975) discovered that women were interrupted much more than men during group discussion.

In contrast to controlled studies, discriminatory bias in natural settings is "invisible." It is so because 1) "the process itself is unconscious, 2) the impressions accumulate over time, and

3) rules may be reinterpreted to facilitate a man's advancement, but invoked more literally in a woman's situation" (Geis, Carter, & Butler, Note 2, p. 7).

METHOD

This study was conducted to identify the nature and extent of conditions or barriers that inhibit women administrators in their professional responsibilities and careers. Twenty-three possible conditions were identified and included in a survey to determine how pervasive they are. The impact of these conditions was explored by looking at their relationship with various facets of the respondent's professional life such as administrative style, expected job changes, consequences of advancement, and professional development needs. To identify predictors of the barriers, certain demographic and institutional factors were examined.

Subjects

Those surveyed were women in positions designated as having executive, administrative, and managerial responsibilities in the nine universities of the State University System of Florida. During the 1978-79 academic year in which data were collected, 241 women held full-time positions with these responsibilities.

This group was selected because it provided a systematic classification and identification of individuals in all levels of administrative and managerial positions. Use of this group also enabled creation of a research variable based on the percent of women administrators at these institutions.

The respondents were located predominantly in middle and lower-level administrative capacities. At the time of this study, no woman in the system was a university president, and only two were vice-presidents. The majority of respondents served in academic affairs, with lesser numbers represented in student personnel, operations administration, and external affairs.

Most of the women had been in their current position six or fewer years; and the total years in administrative positions varied from less than a year (7%) to more than 15 years (13%). Only 16% reported to a female supervisor. About a third of the respondents fell into each of the three degree categories: bachelors, masters, and doctorate. All but one respondent

had a bachelor's degree. The largest age category was women 41 to 50 years old but equal numbers were over 50 and under 30 years of age. Respondents were equally single and married and 19% were non-Caucasian.

The Instrument

The survey was modeled after the Total Design Method of survey instruments and distribution by Dillman (1978). The five sections of the instrument include information regarding: 1) possible barriers, 2) professional development needs, 3) administrative styles, 4) future aspirations, and 5) respondent's background. These sections are reproduced in Appendix A.

A pretest was used to refine the instrument prior to its formal distribution. Selected women administrators at two state institutions outside of Florida participated in this pretest. Subsequently, the instrument and two follow-up requests were mailed to the subjects in Florida.

Survey Response

Of the 241 who received the survey, 168 provided usable material, producing a response rate of 69.7%. Although 70% is considered a high response rate for mail surveys, some analysis was completed to determine any bias in the sample. Examination of demographic data and item analysis revealed no apparent bias. There was generally proportional representation of the nine institutions and functional categories. And responses of minority women were exactly proportional to their representation in the population group.

Data Analysis

Information provided by respondents served as the data for analysis, with one exception. Each respondent was placed into one of three groups according to the percent of women administrators at her institution.

Organization and reduction of the data were accomplished by using factor analysis and content analysis. Through factor analysis of the 23 items which represented possible barriers, one factor was identified. For discussion purposes, this factor is labeled Barriers Factor. The

43 professional development items, through factor analysis, became five factors. For discussion purposes these factors are labeled General Professional Development, Communication Skills, General Management, Staff Development, and Personal Development. The items in each factor are shown in Appendix B.

To execute the factor analysis, a principal component solution using a varimax rotation was performed. For interpretation purposes, variables which registered a .4 or above were considered important to the understanding of the underlying variable. For each extracted factor, each respondent's scores for the variables in the factor were added. Using this added score, the respondents were classified into four categories, high to low, for each factor. These scale groups, high to low, were used in statistical tests of the Barriers Factor.

Responses to the open-ended questions were organized by using content analysis. These questions related to administrative style and consequences of advancement. Responses in the section on barriers were numerically coded—Often (1), Occasionally (2), Perhaps...(2), and Never (3)—in order to conform to the requirements of the statistical analysis used. SPSS Regression and SPSS Crosstabs were used for statistical analysis of the research questions.

Three general issues were the focus of this exploratory research:

1. How extensive is the perceived experience of barriers among women administrators?

2. What are the predictors of this experience? And why might some women and not others experience barriers?

3. What is the impact of this experience on women administrators?

FINDINGS

Extent and Nature of Barriers

To select the possible barriers for the survey, literature was reviewed which identified experiences of professional women, and participant comments were collected during professional development activities for women administrators. Twenty-three items were selected. For each, the respondent was requested to make two responses: whether she had experienced the

particular barrier, and whether she thought her female colleagues experienced the barrier. The respondent had four response options: "Often," "Occasionally," "Never," or "Perhaps, but I have never thought about it."

The respondent's perception of the experience of her colleagues was very similar to her own reported experience. A correlation of .81 was obtained between the scales developed for the two variables. In view of this high correlation, analysis of colleague's experience is therefore not discussed further in this paper.

The respondent's own experience is presented in Table 1. Two barriers are very high in the "often" encountered category: "Women have to work twice as hard and expend more energy than the average man in order to succeed" (64%); "Women have less access to power" (61%).

In the "occasionally encountered" category, four items have a 50% or higher response rate: "Women are often ignored or find it difficult to participate during important discussions" (57%); "Women find it difficult to receive recognition for their accomplishments" (52%); "A woman is cast as a sex object which results in her other characteristics being negated" (51%); "Women serve as a mother figure to whom others bring private troubles and expect comfort" (50%).

When responses for "often" and "occasionally encountered" are combined, 19 of the 23 items are experienced by 50% or more of the respondents. Thus 87% "have to work twice as hard"; 89% "have less access to power"; 74% "are ignored during discussions"; 80% "find it difficult to receive recognition"; 67% "are cast as a sex object"; and 72% "serve as a mother figure."

In the category of "never encountered," the highest items are in the 36 to 44% range. Most rarely experienced are: "Women are treated as pets, thus evoking self-effacing, girlish responses and preventing the realization of their own power and competence" (44%); "Overt and subtle sexual harassment is a problem for women administrators" (36%); "In situations where only two women exist, others foster comparisons resulting in ill will and the defeat of an alliance between the two" (35%).

Table 1: The Experience of 23 Selected Barriers as Reported by Women Administrators in the State Universities of Florida (n=168)

Item (complete item in Appendix A)	Often	Occas	Never	Perhaps
1. Ignored during important discussions	16.6%	57.1%	17.2%	9.2%
2. Collegial relationships exclude women	39.0	47.6	6.7	6.7
3. Strong women are trapped	19.9	37.3	19.9	3.0
4. Women serve as mother figure	21.6	50.0	17.9	10.6
5. Cast as sex object	15.9	51.2	23.8	9.1
6. Treated as pets	9.2	36.2	44.2	10.4
7. Difficult to receive recognition	29.1	52.1	15.2	3.6
8. Others defeat alliance between two women	12.2	25.6	35.4	26.8
9. Have to work twice as hard	64.2	22.4	9.1	4.2
10. Difficulty establishing credibility	32.1	46.7	17.6	3.6
11. Passed over for promotion	29.4	31.3	33.1	6.1
12. Lower expectations for success	28.7	36.0	25.6	9.8
13. Assume responsibility for failure	46.0	30.7	8.6	14.7
14. Less influence on decision-making	35.4	43.3	14.6	6.7
15. Less frequently consulted	37.7	43.2	13.0	6.2
16. Less access to power	60.9	28.0	9.9	1.2
17. Interrupted in group discussions	22.7	36.8	24.5	16.0
18. Lone female likely ignored	16.7	45.1	30.9	7.4
19. Someone else makes decisions	37.2	31.7	18.9	12.2
20. Job downgraded if woman can do it	12.9	30.7	34.4	22.1
21. Higher advance, the greater barriers	28.3	31.4	17.6	22.6
22. Sexual harassment	12.9	35.0	36.2	15.9
23. Not addressed by titles	37.0	18.5	22.2	22.2

In the "perhaps...it is encountered" category, the responses range from 4 to 27%. In the highest range (22 to 27%) were: "In situations where only two women exist, others foster comparisons resulting in ill will and the defeat of an alliance between the two" (27%); "Strong women, those resisting various overtures, are trapped by colleagues into a more militant stance than they prefer" (23%); "The higher women advance in administration the greater are the barriers to their success" (23%); "Women are not addressed by their titles as often as male colleagues" (22%); "Any job a woman does is downgraded the moment she has proved she can do it" (22%).

Predictors of the Barriers Factor

Several variables were identified as possible predictors of the Barriers Factor. Some of these were personal variables: Age, Ethnic Background, Education Completed, Marital Status, Salary, and Management Level. Two organizational variables, Sex of Supervisor and Percent of Women Administrators, were also examined. Only two of the variables were significant predictors: Percent of Women Administrators at the Institution and Ethnic Background, which together accounted for only 5.9% of the total variance.

- Those of non-Caucasian background, on the average, experience the Barriers more often than do those of Caucasian background.
- Women at institutions with a lower percentage of women administrators experience the Barriers more often, on the average, than other women.

In view of the small variance explained by this equation, the survey data were examined for other possible predictors. One was the direct experience of discriminatory behavior at some point during one's professional career. This possible predictor was contained in open responses to the question about adaptations in administrative style. Those who discussed discrimination seemed to report a more extensive experience of barriers. Unfortunately, there was not a good quantitative measure in the survey data of the experience of direct discriminatory behaviors. So this possible predictor was not explored further.

Responses to the open-ended question about the greatest barrier to the advancement of women provided another possible predictor. Those responses suggested a correlation between the pervasiveness of barriers and the respondent's attitude toward women, particularly a belief

among some that women themselves create barriers. Lack of a good quantitative measure precluded further examination.

Impact of the Barriers

To explore the impact of the experience of Barriers, three areas were studied: impact on administrative style, future aspirations, and professional development needs. As well as their relationship to the Barriers Factor, the general nature of these topics was also explored.

Adaptations in administrative style. In response to an open-ended question, respondents indicated whether they had adapted their administrative style relative to their being women. They were also asked to describe these changes.

About one-third (52) of the respondents acknowledged making adaptations (Table 2) which included a variety of changes, but particularly: downplaying emotions, striving for perfection, and being less direct in making suggestions and criticisms. Other changes mentioned less often were: having to be a tougher or more assertive manager, maintaining flexibility in style, downplaying one's approach in order to appear less threatening, and being more feminine.

Table 2: Frequency of Adaptations in Administrative Style As Reported by Women Administrators in the State Universities of Florida (n=168)

Adaptation	f	Percent
No	60	39.5
Yes	52	34.2
Indirect response	32	21.0
Unsure	8	4.3
Blank	16	9.5

To examine the impact of the experience of barriers on administrative style, a multiple regression equation was created. The yes/no category became the dependent variable in the equation with these independent variables: Barriers Factor, Education, Marital Status, Ethnic

Background, Management Level, the Percent of Women Administrators, and Sex of Supervisor. The Barriers Factor, the only significant predictor, accounted for 15.6% of the variance.

Further analysis of the relationship between Adaptations in Administrative Style and the Barriers Factor (executed with SPSS Crosstabs) indicated that 71% of those who made adaptations in their administrative style also frequently reported experiencing the Barriers. In contrast, only 38% of those who did not adapt their style experienced the Barriers frequently (Chi Square = 14.824, $p<.01$).

Expected consequences of advancement. Another area which the experience of barriers might impact is Expected Consequences of Career Advancement. Variables for expected consequences of advancement were constructed from the open-ended question regarding a presumed promotion: "What consequences (personal/interpersonal/professional) would you expect to face?"

The five constructed variables were Positive Personal Consequences, Positive Professional Consequences, Negative Personal Consequences, Negative Professional Consequences, and "Balance," the difference between the total positive and total negative consequences listed by each respondent. As Positive Personal Consequences of advancement, the women mentioned respect, esteem, and salary increases. The Positive Professional Consequences they mentioned were more numerous and included challenge, power and decision-making authority, professional growth, new relationships, and the opportunity to serve the institution (Table 3).

Negative Personal Consequences mentioned were loss of time, concern with health and stress, imbalance created in home and family life, and possible need for relocation. Negative Professional Consequences mentioned most often were the necessity to participate in a variety of undesirable activities (social events, supervising staff), loss of favored activities (student contact, teaching, research), resentment from colleagues, and the need to prove one's capability to do the job (Table 4).

To examine the relationship between Expected Consequences of Advancement and the Barriers Factors and the Percent of Women Administrators at the Institution, SPSS Crosstabs was used. The only significant relationship discovered was between Percent of Women Administrators at the Institution and Negative Personal Consequences of Advancement (Kendall's

Table 3: Frequency of Positive Consequences of Job Advancement as Reported by Women Administrators in the State Universities of Florida (n=168)

Consequences	f	Percent
Personal		
Respect/esteem	67	48.2
Salary	66	47.5
Professional		
Challenge	60	43.2
Power, decision-making	54	38.8
Professional growth	40	28.8
New relationships	20	14.4
Serve institution	13	9.4
Other	28	20.1
Blank	29	17.3

Tau = -.152, p.<.05). This negative relationship indicates that the lower the percent of women administrators, the higher will be the number of expected negative consequences of advancement.

Expected job change. The Next Expected Job Change was used as the dependent variable in a regression equation with the Barriers Factor, the five variables related to consequences of advancement, Marital Status, Age, Education, Ethnic Background, Sex of Supervisor, Percent of Women Administrators, and Years of Experience in Current Position. Seven of these independent variables significantly explained 29.1% of the overall variance in Next Expected Job Change. Years of Experience in the Current Position appeared in the stepwise regression as the most powerful predictor of Next Expected Job Change. It significantly explained 6.9% of the variance. Marital Status, the second most powerful predictor (according to level of significance), accounted for an additional 9.5% of the variance. The Barriers Factor was the third best predictor, and it explained an additional 3.1% of the overall variance. Other variables which were significant predictors were: Negative Personal Consequences of Advancement, Sex of Supervisor, the Balance of the number of positive and negative consequences of advancement, and Education.

Table 4: Frequency of Negative Consequences of Job Advancement as Reported by Women Administrators in the State Universities of Florida (n=168)

Consequences	f	Percent
Personal		
Loss of time	55	32.7
Health, stress	26	15.5
Home/family imbalance	25	14.9
Relocation	8	4.8
Professional		
New undesirable activities	30	17.9
Loss of favorite activity	29	17.3
Resentment of colleagues	26	15.5
Need to prove self	21	12.5
Isolation—only woman	11	6.5
Increased criticism	5	3.0
Other	37	22.0
Blank	29	17.3

The direction of the regression coefficient indicated the following relationship between the independent variable and each dependent variable while holding all other variables in the equation constant:

- The more years in the current position, the more years predicted until an expected job change.
- Married respondents, on the average, expect to wait more years for job changes than do single respondents.
- Those who experience fewer Barriers expect to wait more years, on the average, for a job change than do those who have a higher experience of the Barriers.
- The higher the number of perceived negative personal consequences of advancement, the more years until an expected job change.

- Those with male supervisors expect a job change, on the average, after more years than those with female supervisors.
- Those with more mentions of negative (over positive) consequences of advancement expect job changes, on the average, to occur after more years than others.
- The higher the level of education, the fewer the number of years until an expected job change.

Impact on professional development needs. Each of the five factors which represent professional development needs (Professional Development, Personal Development, Staff Development, General Management, and Communication Skills) were dependent variables in regression equations with the following independent variables: the Barriers Factor, Management Level, Years in College and University Administration, Years in Current Position, and Education Completed.

Only one equation produced a high level of explained variance: 23% of the variance in Personal Development Needs was significantly explained. Significant predictors in this equation were: Years in Administration, Education Completed, and the Barriers Factor. The regression coefficient indicated the following direction of the relationship between the experience of Personal Development Needs and each of the independent variables while holding all other variables in the equation constant:

- The fewer the years served in administration, the higher the predicted need for Personal Development Skills.
- The lower the level of education completed, the higher the predicted need for Personal Development Skills.
- The higher the experience of barriers, the higher the predicted need for Personal Development Skills.

Thus, the Barriers Factor was significant as a predictor of professional development needs such as assessing personal skills and abilities, developing and maintaining a positive self concept, understanding and coping with job stress, developing life and career objectives, and coping with and resolving sexual stereotypes.

DISCUSSION

The existence of barriers and conditions which hinder the functioning and advancement of women administrators is perceived to be quite extensive by a majority of women administrators in the state universities of Florida who responded to the survey. Of 23 possible conditions and barriers, two occur "often" for 50% or more of the respondents. Fifty percent or more of the respondents experience 19 of the 23 barriers "often" or "occasionally."

Extensiveness of Barriers

While it is common "folk knowledge" that American women have to work twice as hard as male colleagues to succeed, the fact that 87% of women in this study believe or experience this, is staggering. There appears to be great similarity in this regard between women administrators in higher education and women managers in industry: women managers in the Henning and Jardim (1976) study refer to the extraordinary energy they must exert to excel at their jobs, to establish relationships, and to obtain credibility. And the most prevalent bias which women face, according to both female and male managers in the Harlan and Weiss (Note 1) study, is performance pressure.

Kanter (1977) described various roles projected onto professional women. The results of the present study indicate that women administrators feel they experience this role pressure, generally not "often," but "occasionally." Seventy-two percent feel they are expected to be mother figures, 67% consider themselves cast as sex objects, 57% find they are trapped by colleagues into a more militant stance than they prefer, and 45% consider themselves treated as pets. Kanter also describes a situation in which a lone female is likely to be isolated or treated as trivial. In the present study, 62% of the respondents feel they have received that treatment.

Zimmerman and West (1975) studied group dynamics and observed that women are interrupted much more often than male group members. In the present study, this is reported to occur "often" for 23% of the participants, and "occasionally" for 37%. A television viewer noted that even Margaret Thatcher, Prime Minister of Great Britain, is interrupted more often than her male colleagues and staff.

Various studies show that the contributions of women professionals are regarded and rewarded less than those of male colleagues. The women administrators in the present study acknowledged this in several ways: 79% indicate they have difficulty establishing credibility for their ideas and proposals; 81% feel they have had difficulty receiving recognition for their accomplishments; and 59% feel they have been passed over for promotions when men with similar disqualifications were not.

The women administrators in this study have reported experiences similar to those recorded by female faculty in the Hollon and Gemmill (1976) study. The administrators, like the faculty women, feel they are less influential on their superiors' decisions (79%) and are less frequently consulted on matters (81%) than are male colleagues. And they feel they are often ignored or find it difficult to participate during important discussions (74%).

The literature and group discussions regarding experiences of female professionals contain numerous references to women's exclusion from information and support networks. In the present study, 39% of the women report they experience this "often" and 48% "occasionally."

Another widely acknowledged barrier is the lack of access to power; 61% "often" encounter this. But according to Harlan and Weiss (Note 1), this may be an erroneous perception of reality. They studied three dimensions of power: supplies, information, and support. They concluded that men had more control over company budget and monies than did women. But they found no indication of disparate power over 1) placing subordinates in better jobs, 2) getting early information about decisions and 3) giving input into work-related decisions.

Variance in Experience of Barriers

Even with the pervasiveness of the Barriers as described, there was evidence of varied experience among respondents. Examination of this variance was an interesting and complex inquiry. The underlying question was, why do some women report they experience barriers and others indicate they do not? And further, is this difference attributable to personal or organizational factors?

Cultural popularity. A rank-ordered examination of the experience of the 23 Barriers suggests that the reported experience of Barriers is related to the familiarity with, or the "cultural popularity" of the particular barrier. Those conditions discussed frequently in publications or public discussions appear as the most frequently experienced. Examples are: "a woman has to work twice as hard as a man to succeed," "women have less access to power," and "informal information networks [the old boy's club] exclude women." In contrast, topics rarely discussed were more likely "never" to occur, or the respondent acknowledged "perhaps, but I never thought about it." Examples of this are "where only two women exist, others foster comparisons resulting in ill will and the defeat of an alliance between the two" and "any job a woman does is downgraded the moment she has proved she can do it." From this pattern (of less exposure/less often experienced) one may conclude that social acceptance of a barrier allows a woman to acknowledge it, perhaps because there is less risk of being labeled by herself or her colleagues as deviant, reactionary, or a libber. Thus to explain the variance in the experience of Barriers, important predictors might be public exposure and public acceptance of the idea.

There were some exceptions to this pattern, including items such as being treated as a sex object, or as a pet, and sexual harassment. Research suggests that even though these items receive considerable public exposure, many women do not experience them by virtue of their personal attributes such as age or appearance or the power and prestige of their positions.

Discrimination. Another possible predictor of the Barriers, which was identified in the review of respondents' open-ended comments, was the personal experience of more blatant discriminatory action. As a woman attempts to understand this usually unexpected action, she is often compelled to increased awareness of attitudes and behaviors toward her. This heightened awareness of social-organizational influences would appear to be a significant explainer of variance in the experience of Barriers. Similarly, it is likely that those trained to observe social-organizational behavior also have a heightened sensitivity to systemic conditions which often are more subtle than the unsuspecting or untrained observer can detect. Geis et al. (Note 2) describe discriminatory bias as an invisible and unconscious phenomena.

Denial. Comments and trends in the survey also suggest that a defense mechanism may be responsible for variance in experience of the Barriers. Some women may find denial of

barriers to be the best mechanism for coping with the unique demands and frustrations of being a novelty—a woman administrator.

In addition to these conclusions from informal data analysis, statistical analysis also provided insight. Of several variables tested, only a few were significant predictors of variance: a woman's attitude toward other women, her ethnic background, the percent of women administrators at her institution, and her age. Variables not significant in this equation were: Education Completed, Management Level, Salary, Sex of Supervisor, and Marital Status.

Thus, there is evidence that the variance in reported experience of Barriers is partially attributable to personal variables such as psychological coping strategies, experience with discrimination, age, attitude towards other women, ethnic background, and training in group and organizational behavior. Pertinent organizational and societal variables are: percent of women administrators in the organization, level of exposure a particular barrier has, and public acknowledgement that a Barrier exists.

It was thought that the respondents might report differences between their own experience and that of their female colleagues. This might then have provided insight into characteristic differences between those who do, and those who do not, experience barriers. However, there was not evidence of this difference. In this study, as in other studies of people's perceptions of others, respondents perceived others generally as they perceived themselves.

Impact of Barriers

A central aspect of the study was to determine the impact that the experience of barriers had on women administrators. That impact proved to be quite powerful. The Barriers Factor has significant predictive ability with three important variables: Adaptations in Administrative Style, Next Expected Job Change, and Personal Development skills.

Adaptations in administrative style. The Barriers Factor was the only powerful predictor of adaptations in administrative style. This suggests that the extensive experience of Barriers may compel a woman to seek "survival" through adjusting her style of leadership, through being more or less assertive, feminine, emotional, threatening, perfect, etc.

Only one substantive examination of leadership or managerial style among women has been done, a comparative study of the effectiveness of several hundred matched pairs of male and female managers (Donnell & Hall, Note 3). The conclusion was that only minor differences in style existed and more importantly that, irrespective of style, women were equally or more effective as leaders and managers. Thus it would appear, from the perspective of end results, that women administrators, in general, need not be uniquely concerned about leadership style.

However, strong organizational pressure apparently influences about a third of the women to adapt their working style. According to the present study, there are two strong and sometimes conflicting pressures to change style. One is that, in order to counteract certain barriers, the woman changes behavior to more effectively influence decisions, gain recognition, and achieve credibility. This she attempts by being less emotional, more assertive, more precise and perfect, etc. The other pressure is to conform to the more stereotypical female role or behavior, and adopting a less threatening, more feminine, and passive work style. The inherent conflict in these two styles or behaviors is potentially stressful, but it also calls for tremendous flexibility. And many of the women surveyed mentioned, in fact, that flexibility was a necessary skill they developed, almost a chameleon approach to the various people and situations they encountered.

Next expected job change. The Barriers Factor was also a predictor of the next expected job change. This relationship suggested that the greater the experience of the conditions or barriers, the sooner a job change was expected. Although women are commonly believed to be less mobile, internally and externally, 69% of the women administrators in this study expect a job change within six years, including 36% of the women over 50 years old. This insight lends a new dimension to the study of job change among professional women. Baldridge (1978) indicated that female faculty, even though unhappy with working conditions, were less likely (than male faculty), to want to move from their current situation. And the women managers in the Henning and Jardim (1976) study said they were reluctant to move to new organizations once they had established themselves.

There may be several explanations for the seeming difference. The populations are different, particularly between higher education administrators at all levels (though

predominantly lower and middle management) and upper level executives in private industry. Perhaps mobility is easier in education or perhaps similarly situated higher education administrators would also be less likely to move. The Baldridge study is the only one which examines desire to move relative to male colleagues.

Professional development needs. The Barriers Factor was a predictor of one of the five professional development factors, Personal Development. Although it is conceivable that the examined barriers and conditions would influence a variety of professional needs, it seems natural that its most significant influence would be in areas such as self concept, stress, and career objectives, the components of Personal Development Needs. The subtlety and power of such barriers and conditions can be very disconcerting to a woman's personal well-being and to her assessment of her abilities and life choices. Thus a heightened perceived need for assistance in these areas may develop.

It was initially hypothesized that if pervasive barriers and conditions existed, they would noticeably inhibit professional opportunities and responsibilities. And thus, there would be increased need for professional development in all areas. This study does not support that assumption. Rather, it appears that, in spite of various barriers, women administrators continue to develop professional skill and ability. And research suggests that female and male administrators identify similar needs and priorities for professional development (Owens, 1981; Stokes, 1981).

Other Significant Results

Percent of women administrators in the institution. The Percent of Women Administrators in the Institution was shown to have predictive ability with two dependent variables: Negative Personal Consequences of Advancement and the Barriers Factor. It was initially perplexing that the Percent of Women Administrators was not a predictor of Negative Professional Consequences of Advancement, but was for Negative Personal Consequences. The expected negative personal consequences were loss of time, health concerns, stress, home and family imbalance, and relocation. From this study, one concludes that an institution's lack of supportive environment creates conditions which are seen to have very strong personal consequences for women administrators—stress, time demands ("working twice as hard"), and

related family conflict. Supportive environment, in this case, is measured by the institution's willingness, to hire and retain a high proportion of women administrators.

The findings in this study regarding the effect of the proportion of women in the work environment support the theory developed by Kanter (1977), who contends that the small number of certain groups makes them suspect in the eyes of colleagues and creates additional burdens for them. However, one other study did not support her theory. Harlan and Weiss (Note 1) compared two companies in which 6 and 19% of the managers were female. The company with more female managers had a somewhat higher incidence of women reporting bias.

Ethnic background. The ethnic background of respondents was a significant predictor of the experience of Barriers even though ethnic minority women were a small percentage of the total number of respondents (18%). This study supports the concept that minority women experience a double bind professionally—as women and as members of an ethnic minority. Further research might explore the existence of any particular conditions experienced and unique adaptations made by minority women.

Age. Probably the most surprising finding of the study was the lack of power exhibited in various regression equations by the variable Age. The age of a woman is commonly used by society as a powerful predictor of her worth, anticipated decisions, etc. In this study, the age of the survey participants was of minimal value in predicting a variety of dependent variables. The variable Age was a secondary predictor of the experience of the Barriers Factor; otherwise, it did not appear as an influential variable. It is noted, however, that when Age was examined in relationship to other variables, the "best" configuration of the Age category was "over 35" and "under 35" years of age. Perhaps this is indicative of a distinguishable point of maturation, professional growth, etc. in women's lives. The 35-year point has sometimes been identified as a significant life transition stage for women.

IMPLICATIONS

The information resulting from this study is relevant to the policies and functions of organizations, provides insight and guidance for women administrators, and supports and expands pertinent theoretical concepts.

Policies and Functions of Organizations

A complex and comprehensive process must be employed to change organizations and eliminate the Barriers identified in this study. Institutional leaders must initiate efforts to change institutional policies and procedures as well as individual behavior and attitudes. Those professionals trained to understand organizational behavior must be used to examine policies and procedures so that both subtle and overt barriers to women are identified.

In efforts to improve equal opportunity, institutions have made many changes, but often those changes have been perfunctory. An example is in employee selection where changes have been quickly adopted—more advertising, setting explicit selection criteria. But a much more complex analysis and solution are required if organizations are to avoid the subtle, but powerful bias in evaluations as reported by Geis et al. (Note 2) and Goldberg (1968). Geis et al. believe bias is not a conscious effort or attitude of people but is perceptual and created from subtle but powerful social conditioning. Thus a staff and organizational development program which provides individuals with this awareness of their attitudes and behaviors is necessary. Otherwise, the best of selection procedures and other efforts will be subtly sabotaged by well-meaning but unenlightened leaders and decision-makers. Opinion leaders in institutions must be used effectively to direct attention, confidence, and support for these changes.

A system of management accountability for the improvement of conditions for women administrators must be adopted and supported at the system, institution, and department level to insure that progress in this area is an institutional priority. In this era of emphasis on accountability and productivity, institutions cannot ignore their social and economic responsibility to address the conditions described in this study.

The level of morale among women administrators surfaced in three areas of the study: expected consequences of advancement, the experience of Barriers, and adaptations in administrative style. The evidence of frustration, confusion and anger among administrative women regarding their professional life and future expectations could not be missed. This presents evidence of poor use of organizational resources. The loss of talented administrative leadership, through attrition or limited participation, must be a serious institutional

consideration. Turnover is known to be costly to organizations in terms of recruitment time and expense and in the loss of trained and experienced personnel. And lowered morale greatly impedes institutional productivity.

Guidance to Women Administrators

While organizations suffer from the environmental conditions examined in this study, so do individual women. A "vicious cycle" of experiences, based on the data from this study, was constructed to describe the phenomenon which occurs to women administrators. This cycle consists of various interacting elements—being excluded from information networks, not being able to establish credibility, having less access to power, and being excluded from the decision-making process. All of these demands and distractions collectively mean that a woman must work "twice as hard" in order to be effective, or in some cases, even to survive.

One result of this cycle is its impact on the mental health of individuals: the added wear and tear often leads to excessive professional burnout among administrative women. Another result is that it produces erroneous conclusions or myths regarding the abilities and needs of administrative women. For example, some well-intentioned writers, including women, have concluded that efficient time management, ability to delegate effectively, team player skills, and risk-taking are talents which women lack. A quick review of the constraints experienced by women in this study will suggest that these constraints, not lack of training or experience or personality traits, cause time management, delegation, and risk taking concerns. And the pervasiveness of Barriers suggests that women are not accorded team member status, so it is questionable how such a deficiency has even been identified or studied.

It is imperative that women develop and maintain a balanced perspective on their real abilities and needs. This study suggests that those with lesser education and administrative experience are particularly vulnerable and are more likely to internalize public conjecture about inherent and socialized deficiencies of women. A healthy skepticism toward any generalization about women is suggested because of the erroneous conclusions and myths commonly held by women and men. But it is also important, for relative perspective, to be skeptical of the prowess accorded men. For example, men are touted to be more goal-oriented. However, Harlan and Weiss (Note 1) found that male managers were no more likely to have long-term goals than were their female counterparts.

While organizational change in policies, procedures, and attitudes is mandated to correct the barriers and conditions faced by women, that change will be slow. Thus women, individually and collectively, must develop a strategy to prevail while pervasive Barriers continue. Maintaining one's personal perspective on skill and ability is critical, but a network of supportive male and female colleagues is vital for maintaining that perspective. A network is also vital to maintain aspirations and ambitions among achievement-oriented women administrators. If institutions do not insure survival, support systems must.

One of the very subtle but unfortunate results of the Barriers is that women can be easily discouraged by the treatment accorded their role models. The pervasiveness of Barriers suggests that most women have their credibility and effectiveness questioned or undermined, thus other women are constantly reminded of their marginal status. And those aspiring to higher administrative levels often find their aspirations diminished when they see the toll paid by those already at higher levels. Fifty-nine percent of the women in this study report that barriers increase for their female colleagues as they advance.

Appropriate training and development are important mechanisms to help women prevail. Unfortunately, many of the management development programs for women perpetuate the deficiency myth through their content and marketing strategy. And thus they seem to do as much harm as good. The pervasive marketing strategy plays on the fears and myths of inadequacy. However, the only bonafide difference in training needs for women and men seems to be to teach women to prevail in spite of the Barriers and constraints. Sex-specific skill development, in delegation, time management, team skills, and goal setting are misguided (and expensive) solutions to misdiagnosed problems. As one training manager observed, "Solutions to problems are like keys in locks. If they don't fit, they don't work." Organizations and individuals often misuse training because they fail to distinguish individual training needs from organizational problems. And this is particularly true in training directed toward women.

Limitations and Future Research

This study has explored various aspects of the experiences of women administrators in the state universities of Florida. Some findings are in themselves substantive; others must yet

be considered exploratory due to the lack of previous research and the nature of data gathered. Consequently, further examination is encouraged on several topics.

1. Replication of this study in other geographical regions and with other institutional types would probably produce similar results. The mobility of university administrators in Florida and results similar to other studies suggest that this study might be easily replicated nationally. However, because the subjects were restricted to state universities in Florida, there are limitations on generalizing from the findings.

2. Some of the findings in this study are not unique to women. Though most Barriers are considerably more prevalent for women, dynamics of job changes and expected consequences of advancement have not been explored thoroughly. The power of expected Negative Personal Consequences of advancement in a woman's career decisions is a potentially important factor in increasing numbers of women in higher education administration.

3. More precise examination of needs, barriers, etc., by level of administrative responsibility might allow precise targets for organizational change and more appropriate awareness and assistance to particular groups. The variable, Level of Administrative Responsibility, was not sufficiently refined in this study to allow use of it. It was generally only possible to identify "entry level" women and "others." A more sensitive measure might distinguish all represented groups. However, it may be that unless greater numbers of women exist in the top management level, these two categories will be the only distinguishable ones.

4. The dimensions of this study relative to ethnic minority women should be examined further. Minority women are rarely distinguished from their ethnic group or from other women in research studies. This has resulted in a scarcity of material regarding their needs and experiences.

5. Further exploration of predictors of the experience of Barriers, such as one's exposure to the concepts represented, one's experience with discrimination, and one's use of coping mechanisms, would provide theoretical insight into who does and who does not experience Barriers.

6. This research represents a study of survivors, their experiences, and strategies. The disparate impact of barriers on survivors and dropouts can be determined by longitudinal study of the careers of women and men. While there are strong indications in this study that attrition among women is prevalent and related directly to the pervasiveness of Barriers, on-going research on the sample would provide specific documentation and insight.

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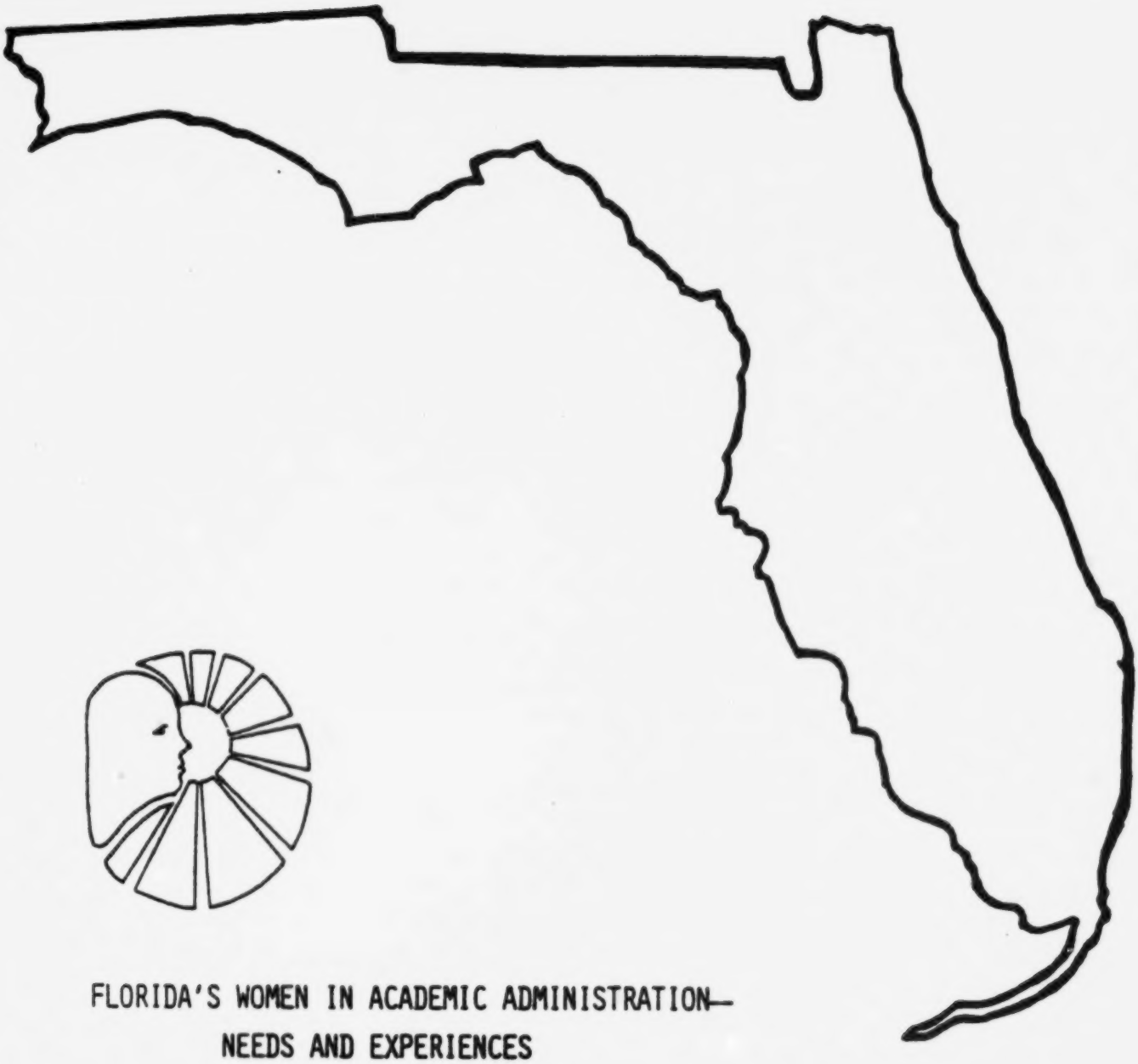
APPENDIX A
SURVEY INSTRUMENT
FLORIDA'S WOMEN IN ACADEMIC ADMINISTRATION



FLORIDA'S WOMEN IN ACADEMIC ADMINISTRATION—
NEEDS AND EXPERIENCES

SPONSORED AND ENDORSED BY:
CENTER FOR THE STUDIES OF WOMEN IN EDUCATIONAL MANAGEMENT SYSTEMS,
FLORIDA STATE UNIVERSITY.

AUTHORED BY: M. JEANIE STOKES

LOGO DESIGN: DOROTHY DOMKOWSKI

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SECTION I: EXPERIENCES OF WOMEN ADMINISTRATORS

The following are observations of people who have written about the experiences of women in administrative positions. (Please circle one response on the left and one on the right for each statement.)

Left side					Right side				
"I encounter this...					"I observe or perceive that my female colleagues encounter this...				
A....OFTEN					OFTEN....A				
B....OCCASIONALLY					OCCASIONALLY....B				
C....NEVER					NEVER....C				
D....PERHAPS, BUT I HAVE NEVER THOUGHT ABOUT IT.....D									
A	B	C	D	1. Women are often ignored or find it difficult to participate during important discussions.....	A	B	C	D	(12)
A	B	C	D	2. An informal system of collegial relationships for information sharing and decision making excludes women.....	A	B	C	D	
A	B	C	D	3. Strong women, those resisting various overtures, are trapped by colleagues into a more militant stance than they prefer.....	A	B	C	D	
A	B	C	D	4. Women serve as a mother figure to whom others bring private troubles and expect comfort.....	A	B	C	D	
A	B	C	D	5. A woman is cast as a sex object (regardless of her intent) which results in her other characteristics being negated.....	A	B	C	D	
A	B	C	D	6. Women are treated as pets, thus evoking self-effacing, girlish responses and preventing the realization of their own power and competence....	A	B	C	D	
A	B	C	D	7. Women find it difficult to receive recognition for their accomplishments.....	A	B	C	D	
A	B	C	D	8. In situations where only two women exist, others foster comparisons resulting in ill will and the defeat of an alliance between the two.....	A	B	C	D	
A	B	C	D	9. Women have to work twice as hard and expend more energy than the average man in order to succeed.....	A	B	C	D	
A	B	C	D	10. Women have difficulty establishing credibility for their ideas and proposals.....	A	B	C	D	
A	B	C	D	11. Women are passed over for promotion because they are not "strong enough, too emotional, etc." yet men with similar disqualifications are selected..	A	B	C	D	(22)

	"I encounter this...					"I observe or perceive that my female colleagues encounter this...				
	A....OFTEN B....OCCASIONALLY C....NEVER D....PERHAPS, BUT I HAVE NEVER THOUGHT ABOUT IT					OFTEN....A OCCASIONALLY....B NEVER....C .....D				
(23)	A	B	C	D	12. Women have lower expectations for success.....	A	B	C	D	(35)
	A	B	C	D	13. Women are more likely to assume personal responsibility for failure than males.....	A	B	C	D	
	A	B	C	D	14. Women are less influential on their superiors' decisions than male colleagues.....	A	B	C	D	
	A	B	C	D	15. Women are less frequently consulted on matters than are male colleagues.....	A	B	C	D	
	A	B	C	D	16. Women have less access to power.....	A	B	C	D	
	A	B	C	D	17. Women are interrupted often in group discussions	A	B	C	D	
	A	B	C	D	18. When a woman is the lone female in a group, she is likely to be isolated, treated as trivial, or ignored.....	A	B	C	D	
	A	B	C	D	19. Irrespective of her actual power and authority, a woman administrator must contend with others' assumptions that someone else makes the decisions.....	A	B	C	D	
	A	B	C	D	20. Any job a woman does is downgraded the moment she has proved she can do it.....	A	B	C	D	
	A	B	C	D	21. The higher women advance in administration the greater are the barriers to their success.....	A	B	C	D	
	A	B	C	D	22. Overt and subtle sexual harassment is a problem for women administrators.....	A	B	C	D	
(34)	A	B	C	D	23. Women are not addressed by their titles (Dean, Ms., Dr.) as often as male colleagues.....	A	B	C	D	(46)

What is the greatest barrier to the advancement of women in administration at your institution?

_____

_____

_____

_____

_____

END SECTION I: EXPERIENCES

SECTION II: PROFESSIONAL DEVELOPMENT NEEDS

Program objectives for possible seminars are presented below. (Please circle one response on the left which represents your current need for such a program. On the right circle one response reflecting your need relative to advancement or mobility.)

CURRENT NEED

YES...I NEED ADDITIONAL SKILL/KNOWLEDGE FOR MY CURRENT RESPONSIBILITIES.

NO....I DO NOT NEED ADDITIONAL SKILL/KNOWLEDGE FOR CURRENT RESPONSIBILITIES.

NEED FOR ADVANCEMENT/MOBILITY

YES.....I NEED ADDITIONAL SKILL/KNOWLEDGE IN THIS AREA.

NO.....I DO NOT ANTICIPATE NEEDING MORE SKILL IN THIS AREA.

UNSURE...I'M UNSURE WHETHER I WILL NEED THIS SKILL/KNOWLEDGE.

	Program Objective					
(47)	YES NO	1. Awareness of varied approaches to decision making and related outcomes.....	YES	NO	UNSURE	(62)
	YES NO	2. Experience in techniques of problem solving and conflict resolution.....	YES	NO	UNSURE	
	YES NO	3. Ability to delegate responsibilities effectively..	YES	NO	UNSURE	
	YES NO	4. Approaches to managing through setting priorities and objectives.....	YES	NO	UNSURE	
	YES NO	5. Avenues for managing time effectively.....	YES	NO	UNSURE	
	YES NO	6. Development of skills for assessing organizational climate and morale.....	YES	NO	UNSURE	
	YES NO	7. Approaches to acting as an agent of change.....	YES	NO	UNSURE	
	YES NO	8. Understanding of organizational relationships and the formal/informal power structure.....	YES	NO	UNSURE	
	YES NO	9. Understanding of the budget process--procedures and politics.....	YES	NO	UNSURE	
	YES NO	10. Ability to procure grant and contract funds.....	YES	NO	UNSURE	
	YES NO	11. Preparation for chairing efficient effective meetings.....	YES	NO	UNSURE	
	YES NO	12. Development of public speaking skill.....	YES	NO	UNSURE	
	YES NO	13. Understanding non-verbal communication.....	YES	NO	UNSURE	
	YES NO	14. Development of interpersonal communication.....	YES	NO	UNSURE	
(61)	YES NO	15. Development of written communication skills--reports, proposals, etc.....	YES	NO	UNSURE	(76)

	CURRENT NEED:			NEED FOR ADVANCEMENT/MOBILITY:			
(01)	YES	NO	16. Knowledge of current legal issues.....	YES	NO	UNSURE	(20)
	YES	NO	17. Approaches to staff development programs.....	YES	NO	UNSURE	
	YES	NO	18. Productivw use of motivational techniques for staff.....	YES	NO	UNSURE	
	YES	NO	19. Effective staff evaluation techniques.....	YES	NO	UNSURE	
	YES	NO	20. Ability to evaluate one's own performance.....	YES	NO	UNSURE	
	YES	NO	21. Knowledge and approaches to employ in staff termination situations.....	YES	NO	UNSURE	
	YES	NO	22. Skill in research methods.....	YES	NO	UNSURE	
	YES	NO	23. Insight into getting published in professional journals.....	YES	NO	UNSURE	
	YES	NO	24. Knowledge of computer uses and resources.....	YES	NO	UNSURE	
	YES	NO	25. Assessment of personal skills and abilities.....	YES	NO	UNSURE	
	YES	NO	26. Developing and maintaining a positive self concept.....	YES	NO	UNSURE	
	YES	NO	27. Projecting a successful-confident image.....	YES	NO	UNSURE	
	YES	NO	28. Understanding and coping with job stress.....	YES	NO	UNSURE	
	YES	NO	29. Coordination of personal and professional life..	YES	NO	UNSURE	
	YES	NO	30. Development of life and career objectives.....	YES	NO	UNSURE	
	YES	NO	31. Strategies for obtaining the job desired.....	YES	NO	UNSURE	
	YES	NO	32. Coping with and resolving sexual stereotypes/ assumptions about one's abilities and style.....	YES	NO	UNSURE	
	YES	NO	33. Approaches to countering resentment toward oneself as a female professional.....	YES	NO	UNSURE	
(19)	YES	NO	34. Knowledge of recourse available for discriminatory job practices.....	YES	NO	UNSURE	(38)

35. Other desired programs_____

_____

Designate three of the above programs (1 thru 35) as top priority needs for you. (Place the number of each in a box below.)

36. [ ] (39-40)

37. [ ] (41-42)

38. [ ] (43-44)

SECTION III: ADMINISTRATIVE STYLES OF WOMEN IN HIGHER EDUCATION ADMINISTRATION

It has been suggested that women, because they are women, must make more and unique adaptations in their administrative styles. Has this been true for you? (Please describe.)

Assume that you have the option to be promoted to a higher level of responsibility. What consequences (personal/interpersonal/professional) would you expect to face? (Please describe briefly.)

POSITIVE CONSEQUENCES:	NEGATIVE CONSEQUENCES:

END SECTION III: STYLES

SECTION IV: BACKGROUND INFORMATION. (Mark one response in each box.)

How many steps away is the top administrator's position (President) from the position you now hold? (45)

1 ONE STEP—YOU NOW REPORT DIRECTLY TO THE PRESIDENT
2 TWO STEPS—YOUR IMMEDIATE SUPERVISOR REPORTS TO THE PRESIDENT
3 THREE STEPS—YOU MAY BE A DEPT CHAIRPERSON, DIRELTOR, ASST DEAN, ETC.
4 FOUR STEPS—YOU MAY BE AN ASST CHAIRPERSON, DIRECTOR, ETC.
5 FIVE STEPS—

Sex of current supervisor (46)

1 FEMALE
2 MALE

Years in current position (47)

1 1 YEAR OR LESS
2 2 YEARS
3 3 YEARS
4 4 TO 6 YEARS
5 7 TO 9 YEARS
6 10 TO 14 YEARS
7 15 OR MORE YEARS

Years in university/ college administration (48)

1 1 YEAR OR LESS
2 2 YEARS
3 3 YEARS
4 4 TO 6 YEARS
5 7 TO 9 YEARS
6 10 TO 14 YEARS
7 15 OR MORE YEARS

Education completed (49)

1 BACHELORS
2 MASTERS
3 A.B.D.
4 Ph.D.,Ed.D
5 J.D.
6 M.D.

Next expected job change (50)

1 WITHIN 1 YEAR
2 WITHIN 2 YEARS
3 WITHIN 3 TO 5 YEARS
4 IN 6 OR MORE YEARS
5 CHANGE NOT EXPECTED

Current salary range (51)

1 LESS THAN $12,000
2 $12,000 TO 14,999
3 15,000 TO 19,999
4 20,000 TO 24,999
5 25,000 TO 29,999
6 30,000 OR MORE

Current age (52)

1 25 OR UNDER
2 26 TO 30
3 31 TO 34
4 35 TO 40
5 41 TO 50
6 OVER 50

Ethnic Background (53)

1 BLACK
2 HISPANIC
3 CAUCASIAN
4 AMERICAN INDIAN
5 OTHER: _____

Marital Status (54)

1 SINGLE MOST OR ALL OF CAREER
2 MARRIED MOST OR ALL OF CAREER
3 MARRIED & SINGLE ABOUT EQUAL YEARS

END OF SURVEY: THANK YOU.

APPENDIX B
FACTORS AND THEIR COMPONENT ITEMS

Barriers Factor

Item #	Descriptive Phrase*
1.	Women are ignored during discussions
2.	An informal information system excludes women
3.	Strong women are trapped into militant stance
4.	Women serve as mother figure
5.	Cast as a sex object
6.	Treated as pets
7.	Difficult to recieve recognition
8.	Others foster comparisons between two
9.	Women have to work twice as hard
10.	Difficulty establishing credibility
11.	Passed over for promotion
14.	Less influential on decisions
15.	Less frequently consulted
16.	Less access to power
17.	Interrupted in group discussions
18.	Lone female likely ignored
19.	Someone else makes decisions
20.	Job downgraded if woman can do it
21.	Higher she advances, the greater the barriers
22.	Sexual harassment is a problem
23.	Women are not addressed by title

*Total item presented in Appendix A.

Communication Skills Factor

Item #	Descriptive Phrase
11.	Chairing meetings
12.	Speaking in public
13.	Non-verbal communication
14.	Interpersonal communication
15.	Written communication

Staff Development Factor

Item #	Descriptive Phrase
17.	Staff development programs
18.	Staff motivation
19.	Evaluation of staff
21.	Staff termination procedures

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General Professional Development Needs Factor

Item #	Descriptive Phrase
1.	Decision making
2.	Problem solving
4.	Setting priorities and objectives
7.	Agent of change
8.	Understanding the power structure
9.	Budget process
11.	Chairing meetings
12.	Speaking in public
13.	Non-verbal communication
14.	Interpersonal communication
15.	Written communication
17.	Staff development programs
18.	Staff motivation
19.	Evaluation of staff
21.	Staff termination procedures
25.	Assessment of personal skills
26.	Positive self concept
27.	Projecting successful image
28.	Coping with job stress
30.	Development of career objectives
32.	Sexual stereotypes

Personal Development Factor

Item #	Descriptive Phrase
25.	Assessment of personal skills
26.	Positive self concept
28.	Projecting successful image
30.	Coping with job stress
32.	Sexual stereotypes

General Management Factor

Item #	Descriptive Factor
1.	Decision making
2.	Problem solving
4.	Setting priorities and objectives
7.	Agent of change
8.	Understanding the power structure
9.	Budget process
11.	Chairing meetings